University of Massachusetts Amherst
ScholarWorks@UMass Amherst

Masters Theses 1911 - February 2014

1948

Trends in the supervised farming programs vocational agricultural students in Massachusetts - 1930-1946.

Jesse A. Taft
University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/theses

Taft, Jesse A., "Trends in the supervised farming programs vocational agricultural students in Massachusetts - 1930-1946." (1948). *Masters Theses 1911 - February 2014*. 2727.
Retrieved from https://scholarworks.umass.edu/theses/2727

This thesis is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Masters Theses 1911 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS/AMHERST
312066013578256

TRENDS IN THE SUPERVISED FARMING PROGRAMS VOCATIONAL AGRICULTURAL STUDENTS IN MASSACHUSETTS - 1930-1946

TAFT - 1948

LD
3234
M268
1948
T124

TRENDS IN THE SUPERVISED FARMING PROGRAMS VOCATIONAL AGRICULTURAL STUDENTS IN MASSACHUSETTS - 1930-1946

By

Jesse A. Taft

A problem presented in partial fulfillment of the requirements for the Master of Science Degree

University of Massachusetts

1948

TABLE OF CONTENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF TABLES

LIST OF CHARTS

LIST OF CHARTS

CHAPTER I

THE INTRODUCTION

CHAPTER I

THE INTRODUCTION

One of the major objectives of teaching Vocational Agriculture in secondary schools is to aid young men to become established in farming. To that end, "Supervised Farming" is now generally accepted as the heart of the program in Vocational Agriculture.

The author had the good fortune to have obtained his Teacher-Training in Vocational Agriculture under two outstanding pioneers in secondary school education; namely, Dr. Rufus W. Stimson, former Supervisor of Vocational Education, and Mr. Franklin E. Heald, former Supervisor of Agricultural Teacher-Training, both of whom served the Commonwealth of Massachusetts from the beginning of the Smith-Hughes program in 1918.

These educators were ardent supporters of supervised farming programs, more especially the home ownership project. Dr. Stimson is credited with being the "father" of the home project system in Vocational Agricultural Education.

The writer, a former teacher of Vocational Agriculture, was favored with constant state supervision by these educators for a period of eleven years. Also, as a neophyte teacher of Vocational Agriculture, the author received invaluable guidance in developing supervised farming programs from Mr. John G. Glavin, now State Supervisor of Agricultural

Education, then Head of the Agricultural Department at Arms Academy, Shelburne Falls, Massachusetts. Continued service in this program was interrupted for a period of four and one-half years, due to army service in World War II.

Upon returning to the field of Vocational Agricultural Education, the writer was astounded by statements from a number of teachers to the effect that none of their students were conducting productive ownership enterprises. Instead, it was learned that students were obtaining their farm experience through placement training and thus satisfying the requirements of the Smith-Hughes Act. This shift in procedure is contrary to the cardinal principles earlier established in Vocational Education in Agriculture.

Shortly thereafter, the writer had an occasion to investigate and study the reports submitted annually to the Massachusetts Department of Education by all state-aided centers where Vocational Agriculture was being taught. The investigation of reports from 1930-1946, inclusive, revealed startling trends in the types of farm programs conducted by vocational agricultural students since the depression of the early 1930's. It is this challenging data that has motivated the writer to make a state-wide study in an attempt to learn the reasons for a shift in the types of supervised farming programs conducted in Massachusetts.

Purpose of this Study -- The present decade is introducing many outstanding changes into our educational procedures. These changes are being felt in all grades of instruction from the kindergarten through the college level and are affecting every type of teaching. To be a progressive teacher today, one must not only know what are these new tendencies in education, but he must also be conscious of them in his teaching. Bearing in mind that the training of pre-employed teachers of vocational agriculture must conform to the best teaching practices suited to the times, emphasis in teacher-training classes will be placed upon the types of program planning best suited for successful establishment in farming in this changing world. In other words, it appears that the time is right for taking stock of developments in supervised farming programs in Massachusetts and to interpret them looking toward the future. Conclusions and recommendations from this study are also planned to be utilized as a contribution to the development of abilities which in-service teachers should acquire if they are to become increasingly effective in conducting programs of supervised farming.

CHAPTER II

THE NATURE AND SCOPE OF SUPERVISED FARMING PROGRAMS

CHAPTER II

THE NATURE AND SCOPE OF SUPERVISED FARMING PROGRAMS

Old Concept of Supervised Farming Programs -- For years after the passage of the Smith-Hughes Act in 1917, a home project was considered a satisfactory supervised farm practice program for a student. "In connection with the teaching of agriculture in secondary schools, the idea of projects at home crystallized and took on the name of 'home projects' about 1908 in Massachusetts, receiving the sanction of the State Board of Education under suitable legislation in 1911".[1] Many leaders advocated a course of study built around these home projects exclusively. Just how this could be done when a student was carrying only a potato project, for example, was never satisfactorily explained. However, it soon became clear that if such a relationship was to exist, the one-project program would have to be expanded. The term, "home project", was used as an all-inclusive term to designate project improvement and demonstration of undertakings by farm boys. Later, all states adopted the home project in principle as originated and planned by Dr. Rufus W. Stimson, Supervisor of Agricultural Education in Massachusetts from 1911 to 1938. Many writers in agricultural education have given him the recognition due for his help in devising and developing efficient objectives

---

(1) Heald, F. E., "The Home Project". p 7.

and methods to form the pivotal part of the training program in Agricultural Education. "We originated and pioneered this development. It was discovered here by visitors from other states. More and more strongly in recent years this idea has been sponsored by the Federal Board. There is no state now, I understand, in which the so-called 'Smith-Hughes' schools and departments have not adopted and made headway with it."[2] Twenty-five years ago, educators in Vocational Agricultural Education were agreed that probably no single factor is more pivotal nor important than a well-planned and carried-out productive project.

New Concept of Supervised Farming Programs -- More recently the term, "home project", has been dropped in favor of "productive projects" which may be either on an ownership or a partnership basis. The one-project idea gradually declined. Students began to carry more than one project when facilities permitted. Also, more emphasis was placed upon the continuation type of a project; that is, projects that extend over two or more years. The "home project" plan today is perhaps the most distinctive feature of the supervised farming programs. This step was towards long-time planning of supervised farm practice programs. Instead of being

---

(2) Stimson, Rufus W., Dr., "Special Report". June, 1933. Massachusetts Department of Education, Vocational Division.

planned from year to year, such programs were planned for the length of the vocational agricultural course and often included more than one continuation project. "Students need to know how to select, plan, carry out and evaluate their farming programs as well as how to select, feed, and care for livestock."[3] In other words, "Supervised farming is the heart of the vocational agricultural program".[4] The most recent, significant development in supervised farming is the addition of the Institutional On-Farm Training Program for Veterans under P.L. 377 passed on August 1, 1947. Vocational Agricultural Education is now engaged for the first time in conducting a full-time training program in farming. Each veteran must have an approved farming program. He must make satisfactory progress with his program. Because he draws subsistence, in addition to what he makes in farming, the economic pressure is not great on him and he can afford to take some time to learn. This program might well evolve into the largest program of adult education ever undertaken under the sponsorship of the U. S. Office of Education.

Definitions -- Terms commonly used to differentiate between the types of programs in Supervised Farming often carry

---

(3) Beard, Ward P., "Starting to Farm". The Interstate Printers and Publishers, Danville, Illinois. 1948. Preface.

(4) Ibid. Preface.

various meanings with different teachers. Definition and agreement as to terms are important aids to profitable discussion. Because of numerous interpretations, the following definitions, acceptable to the Vocational Division, U. S. Office of Education, are provided in the interest of uniformity, particularly with reference to this study:-

"Improvement Project -- An undertaking involving a series of jobs designed to improve the appearance and real estate value of the farm and the efficiency of the farm business as a whole and which contributes to the comfort or convenience of farm family."[5]

"Long-Time Supervised Farming Program -- The total farming program, including project selection, planning and development over a period of years on the part of a student of vocational agriculture as supervised by his instructor."[6]

"Placement for Farm Experience -- Locating on a farm a student who is lacking in farm experience."[7]

---

(5) Ross, W. A., et.al., "Directing Vocational Agriculture Day-School Students in Developing Their Farming Programs." Vocational Division Bulletin No. 225, Agricultural Series No. 56, U. S. Office of Education. Federal Security Agency. Inside front cover.

(6) Ibid. Inside front cover.

(7) Ibid. Inside back cover.

"Production Project -- A business venture for profit involving a series of farm jobs usually following a production cycle in a farm enterprise."[8]

"Supplementary Farm Practice -- A small farm job for additional experience, skill and efficiency lying outside of the students' production or improvement projects."[9]

---

(8) Ross, W. A., et.al., "Directing Vocational Agriculture Day-School Students in Developing Their Farming Programs." Vocational Division Bulletin No. 225, Agricultural Series No. 56, U. S. Office of Education. Federal Security Agency. Inside back cover.

(9) Ibid. Inside back cover.

CHAPTER III

THE PLACE OF SUPERVISED FARMING PROGRAMS IN ESTABLISHING STUDENTS IN FARMING

CHAPTER III

THE PLACE OF SUPERVISED FARMING PROGRAMS IN ESTABLISHING STUDENTS IN FARMING

Review of Literature -- Probably more has been written about Supervised Farming Programs in connection with Vocational Agricultural Education than on any other subject. Yet, it is far from being thoroughly appreciated and understood by the rank and file of vocational agricultural teachers. "In the past, many teachers have been prone to place their emphasis on teaching subject matter about agriculture, rather than on educating persons for proficiency in farming"[1] as indicated by a national committee on objectives in vocational agriculture. A well-rounded farming program consists of three parts:- (1) Productive Enterprises. (2) Farm and Home Improvements. (3) Farm Skills and Practices.

Productive Enterprises -- In planning the farming program, we should keep in mind the advisability of diversification. A diversified program is best suited to Massachusetts farming conditions. It provides a better balance of labor, better assurance for a steady income, insurance against failure from unfavorable prices or weather conditions and from pests. The program should be large enough to provide a challenge and to produce an adequate financial gain. The

---

(1) "Educational Objectives in Vocational Agriculture". Vocational Division Monograph No. 21. U. S. Office of Education. 1940. p 2.

boy must have a financial stake, whole or in part, in his farming program. A long time ago it was written and it is still true today -- "When Johnny's calf becomes the old man's cow, Johnny's interest in his project is as dead as a doornail". Also, let us bear in mind that, "A single project 'carried' merely to satisfy the literal provisions of the National Vocational Education Acts will never lead to establishment of a student in a farming business".[2]

Farm and Home Improvements -- Oftentimes when a productive ownership project is not within reach of a pupil, an improvement project may be a very satisfactory substitute. When this type of a project is included in a pupil's supervised farming program, we should realize that it will contribute the maximum educational value only when planned by the boy with some direction by the teacher and with the full cooperation of the parents on the home farm. "A veteran instructor of vocational agriculture in western Nebraska recently stated that he was sure the improvement project was the most effective means of advancing agriculture and rural living in many communities. This part of the

---

(2) Ross, W. A., et.al., "Directing Vocational Agriculture Day-School Students in Developing Their Farming Programs." Vocational Division Bulletin No. 225, Agricultural Series No. 56, U. S. Office of Education, Federal Security Agency. p 3.

supervised farming program, he pointed out, includes that type of work which may increase the efficiency of the farm business, improve the appearance of the farm and farmstead, and contribute to the comfort of the family."[3]

Farm Skills and Practices -- To obtain six months of farm experience, non-farm boys have little other recourse than to resort to "other supervised farm work". This type of a program is commonly known as "placement training". For those pupils without adequate facilities for either productive or improvement projects, a work program is arranged with progressive, commercial farmers. Today, most educators agree that practice or participation is essential in learning. What one practices; what he participates in, he learns. In other words, one learns what he practices. One must do what he wants to learn to do. One does not learn what is said to him nor what he reads, but only what this causes him to do. This is true in learning to produce corn, to sharpen a saw, or to do anything. To accomplish the necessary training of boys in skills and approved practices related to farming, the supervised program of the student is broadened by the addition of supplementary farm practices. These practices may be obtained by placement on well-managed farms and the rough experience gained in school

---

(3) Deems, H. W., "Give the Improvement Project More Time and Attention." Agricultural Education Magazine, October, 1947. p 74.

practicums. "A student should not be considered as satisfactorily placed for farm experience if he merely works on a farm for wages without a four-way understanding; including student, parent or guardian, farmer and instructor, or if arrangements for ownership and managerial experience cannot eventually be made. There must also be opportunity for progress and diversity of experience."[4]

Many more parents, too, have a distinct responsibility to encourage youth in their practical undertakings by giving their sons definite financial interests in the enterprises carried on under their supervised farming programs. Farm owners who expect their sons to remain on the home farms must be led to see the importance of sharing with their sons the vocational interests of the farming business, including the financial. The psychological effect of a partnership arrangement of fathers and sons is a superior way of inducting sons into the farming business.

---

(4) Ross, W. A., et.al., "Directing Vocational Agriculture Day-School Students in Developing Their Farming Programs." Vocational Division Bulletin No. 225, Agricultural Series No. 56, U. S. Office of Education, Federal Security Agency. p 3.

CHAPTER IV

ANALYSIS OF DATA

CHAPTER IV

ANALYSIS OF DATA

Sources of the Data Gathered -- Questionnaires were sent to sixty-five Massachusetts vocational agricultural instructors who are responsible for supervising farm programs of pupils. In addition, annual productivity reports were summarized for twenty-four centers where vocational agriculture has been taught for a period of at least five years.

These records consisted of reports from twenty-one high school departments and three county agricultural schools. In sixteen centers, records covered a seventeen-year period, beginning with the school year of 1929-1930. The remaining eight centers had been established at least five years. It was possible to secure an annual breakdown of the total number of boys completing other supervised agricultural work. The supervised agricultural work comprised of at least a single type of program but more often included a combination of one or more of the following phases:- Supplementary Farm Practices; Placement for Farm Experience and Farm Improvement Activities. Pupil's labor income was compiled for ownership projects and also for other supervised farm work. These data were supplemented by responses from questionnaires returned by fifty vocational agricultural instructors, representing all twenty-four centers where vocational agriculture was taught in Massachusetts during the school year 1946-1947.

Relationship of Pupil Enrollment to the Number of Projects Completed -- In order to compare the number of projects completed with the total enrollment for the years 1930-1946 and to indicate the trend toward projects, Table I is given.

TABLE I

Summary of Productive Projects Completed in Relation To the Total Enrollment - 1930-1946*

Project Year Ending October 14	Number Of Pupils Enrolled	Number Of Different Individuals Completing Projects	Number Of Projects Completed	Per Cent Of Pupils Completing Projects
1930	939	407	408	43.3
1931	1019	369	369	35.0
1932	1182	478	479	40.4
1933	1347	468	468	34.7
1934	1397	459	463	33.0
1935	1339	461	464	34.4
1936	1297	436	468	33.6
1937	1282	361	361	28.2
1938	1322	382	382	28.8
1939	1480	453	457	30.6
1940	1562	473	475	30.2
1941	1486	312	316	20.9
1942	1265	269	275	21.2
1943	1056	181	184	17.1
1944	1000	199	199	19.9
1945	1049	180	181	17.1
1946	1155	233	235	20.1

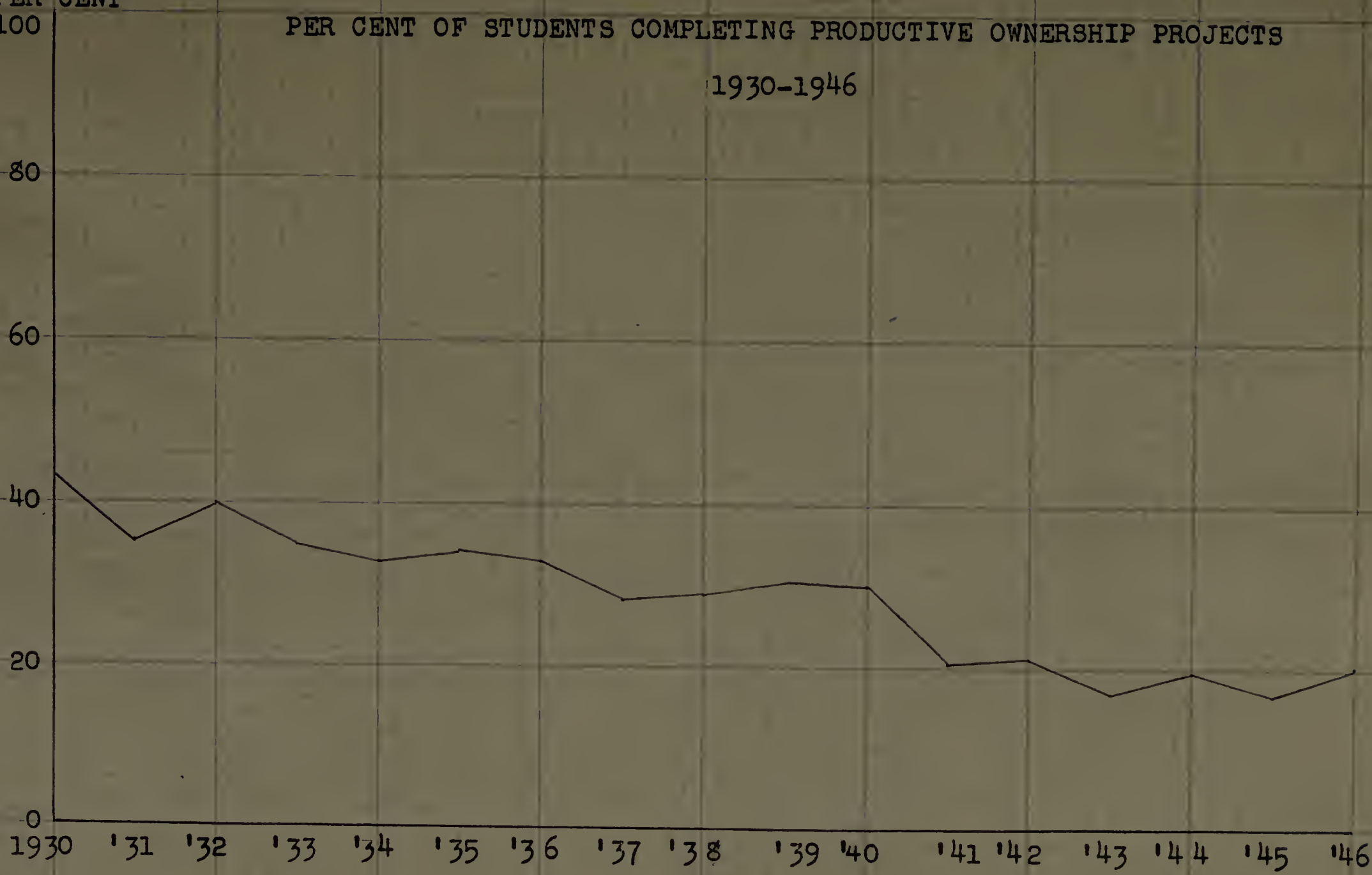
* Figures taken from Annual Productivity Records submitted to Division of Vocational Education, Massachusetts Department of Education.

From Table I, it is to be noted that the percentage of projects completed have been steadily falling since 1932 until in 1946 only one student in every five enrolled completed a project. During World War II, even a smaller percentage of students successfully completed projects.

GRAPH I

PER CENT OF STUDENTS COMPLETING PRODUCTIVE OWNERSHIP PROJECTS

1930-1946



PROJECT YEAR ENDING OCTOBER 15

Summarizing the record for a period of seventeen years, 1930-1946, inclusive, it may be pointed out that only 28.8 per cent of Massachusetts vocational agricultural students completed productive farm projects. This situation is not difficult to interpret. The following table is important because it will explain to a large measure why the ratio of projects to enrollment of pupils is so low in this state.

TABLE II

Percentage of Pupils from Farm Homes*

School Year Beginning	Per Cent Pupils From Farm Homes
1939	28.3
1940	25.5
1941	29.7
1942	34.4
1943	27.3
1944	29.3
1945	28.1
1946	25.9
1947	25.5

* Farm Home -- Defined by the State Supervisor of Vocational Agriculture as the place where major portion of the family income is obtained from farming.

The low number of boys from farm homes is bound to have an inevitable influence upon the projects conducted by the vocational boys enrolled in Massachusetts departments and schools. In fact, there is a definite correlation between the projects completed and the number of boys from farm homes. Since 1939, the percentage of boys from farm homes has tended to fluctuate between 25 to 30 per cent. Similarly, the number of projects completed for this period has remained under 30 per cent annually.

Economic Importance of Size of Project -- Although some educators condemn the objective of carrying a project to make money, the fact remains that it is one of the most potent motives for self-improvement. Table III is presented to show the importance of a project in terms of monetary value.

TABLE III

Average Labor Return from Productive Ownership Projects Per Pupil - 1930-1946

Year	Dollars	Year	Dollars
1930 -	$130.94	1939 -	$ 72.32
1931 -	62.76	1940 -	98.85
1932 -	79.33	1941 -	98.14
1933 -	69.85	1942 -	121.65
1934 -	85.77	1943 -	156.42
1935 -	97.32	1944 -	171.52
1936 -	116.00	1945 -	185.97
1937 -	101.36	1946 -	310.84
1938 -	98.19	Average 1930-1946 -	128.57

The average annual value of projects per pupil conducted by Massachusetts boys and girls for the period 1930-1946 is $128.57. It will be noted that a considerable increase in labor return per project occurred during World War II. For a full-time job, productive projects as now conducted in Massachusetts do not tempt boys from the monetary angle. Under average conditions, Massachusetts boys have been earning from placement training an amount equal to the average project return in five weeks.

Economic Importance of Other Supervised Agricultural Work -- Table IV is presented to show the value of the pupil's labor return from other supervised agricultural work. These figures represent the labor income for all agricultural work except for productive projects.

TABLE IV

Average Pupil Labor Income from Other Supervised Agricultural Work in All Centers - 1930-1946

Year	Dollars	Year	Dollars
1930 -	$332.69	1939 -	$251.21
1931 -	303.51	1940 -	256.36
1932 -	251.98	1941 -	300.66
1933 -	221.97	1942 -	388.07
1934 -	202.55	1943 -	494.33
1935 -	213.89	1944 -	574.06
1936 -	225.24	1945 -	600.22
1937 -	271.76	1946 -	593.99
1938 -	258.18	Average 1930-1946 -	321.68

Perhaps this table contains the reasons why boys prefer to work for others for cash. It will be seen that the average income per boy from this phase of his supervised farming program reached as high as $600 in 1945. From 1942 to 1946, the earnings averaged $530 per pupil annually. One must conclude from these figures that boys working for others are paid well in Massachusetts and little

time is left for the boys to conduct a productive project, even if they so choose.

Since the number of non-farm boys studying vocational agriculture in Massachusetts is approximately seventy-five per cent of the total, it can be expected that placement training and supplementary farm practice will play the major part in the pupil's supervised farming program. It is particularly fortunate that many opportunities exist in this state for boys to obtain farm training. As farms become more and more commercialized, it is easy to foresee how the demand for seasonal help will increase. For non-farm boys, there is no better way for them to learn to use successful methods while producing under an efficient system.

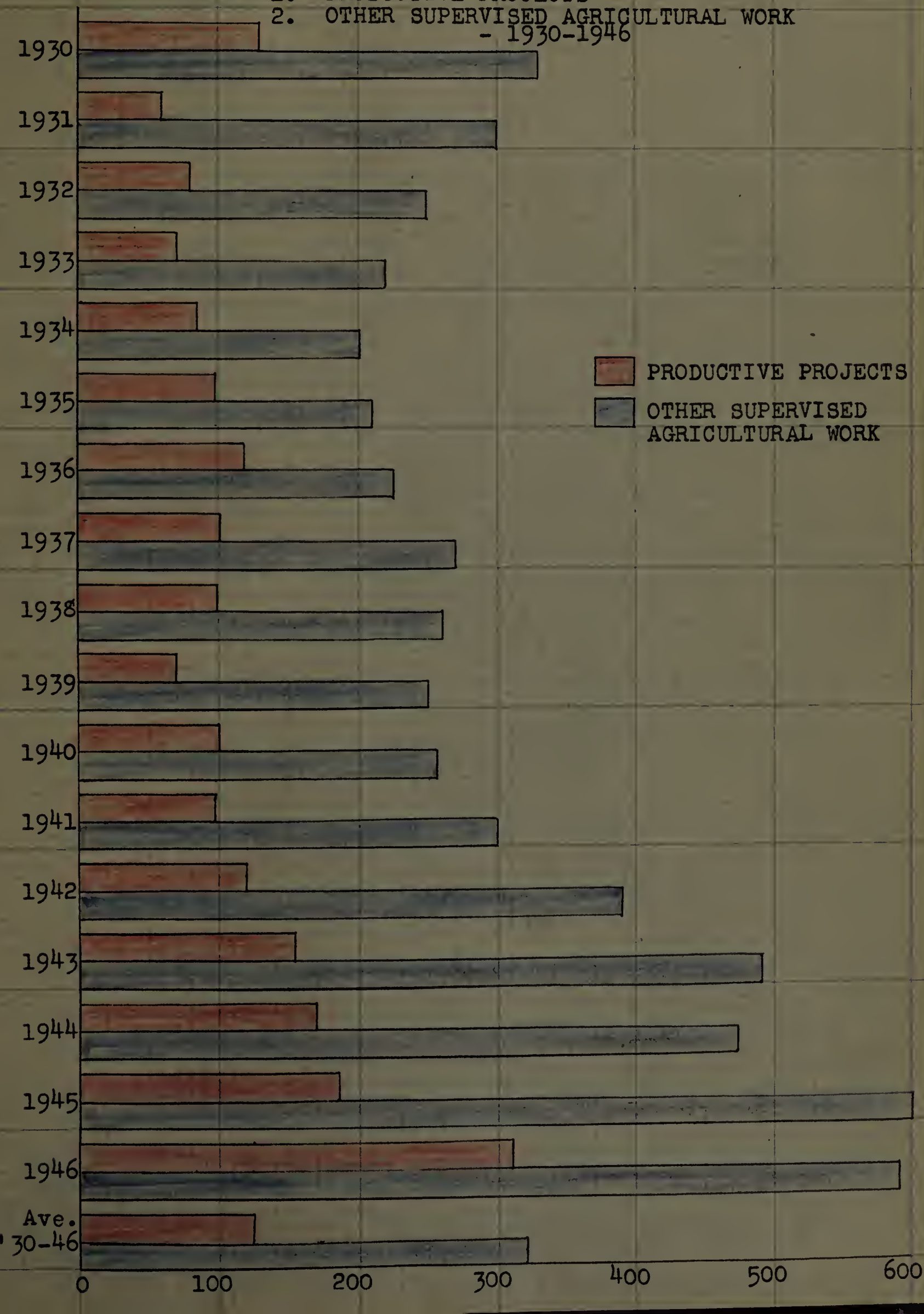
The biggest drawback of the modern, commercial farm is the fact that it places a boy in an unfavorable situation in regard to establishment. The investment required today to enter farming is well beyond the means of most young men. It has been estimated that a minimum of $20,000 is necessary for one to start farming even in a moderate way and still be able to compete with other farmers for a fair share of the farmer's income. Unless the boy is in a favorable situation in regard to a father-son partnership arrangement, it is late in his life before he can become established.

For these non-farm boys interested in agriculture, placement training is justified in that many will find a place in industry closely allied to farming; such as milk processing, fertilizer and grain distributing, farm machinery repair and salesmen. Therefore, it is reasonable to expect that a survey of former pupils of vocational agricultural schools in Massachusetts would show a larger percentage of graduates engaged in lines of endeavor closely associated with agriculture than the number established upon their own farms.

Although Massachusetts does not compare favorably with most states as to the number of productive projects per 1000 pupils annually, it will be found that Massachusetts boys obtain a wide variety of work experiences through well-planned, placement training programs. Consequently, this is the phase of teacher-training which needs special emphasis in this state to prepare competent teachers to supervise boys successfully under the placement system.

GRAPH II-AVERAGE OF PUPILS' LABOR INCOME IN ALL CENTERS

1. PRODUCTIVE PROJECTS
2. OTHER SUPERVISED AGRICULTURAL WORK - 1930-1946



CHAPTER V

REACTION OF TEACHERS TO VARIOUS ASPECTS OF THE SUPERVISED FARMING PROGRAM

CHAPTER V

REACTION OF TEACHERS TO VARIOUS ASPECTS OF THE SUPERVISED FARMING PROGRAM

A questionnaire was sent to sixty-five Vocational Agricultural Instructors in the twenty-four centers where Vocational Agriculture is taught in Massachusetts. Replies were received from forty-nine teachers, representing seventy-six per cent of the total number of questionnaires distributed. At least one reply was received from every center. Teachers were asked the following questions and a summary of the replies follows:-

"Rank the Types of Farm Practices Which You Favor for the Majority of Boys under Your Supervision?" The response from the teachers showed that the majority favored a comprehensive supervised farming program, involving productive and improvement projects, together with supplementary farm practices secured through placement training for farm experience. Placement for farm experience only ranked second in order of importance.

"What Programs of Supervised Farming do the Majority of Your Students Prefer for the Required Six Months of Farm Practice?" Replies to this question brings out the fact that students favor a program in which farm experience may be secured only through placement. However, the second most important program which the students favored consisted of a productive ownership project, with an opportunity for

placement for farm experience. The students' reaction was in direct contrast to the programs advocated by the teachers.

"What Types of Supervised Farm Practices are on the Increase in your Center?" The replies to this question revealed that Placement for Farm Experience was the type of program which is on the increase in Massachusetts. This situation was reported by sixty-five per cent of the teachers. The reasons most commonly given to substantiate these points of view were:-

Good placement opportunities are plentiful.

Experience, when obtained on a commercial, diversified farm, is broad and practical.

Present wages are attractive.

Boys enrolled from urban homes without facilities for projects are increasing.

Students prefer it to projects.

Farmers desire our type of worker.

Economic conditions favor placement.

Present working conditions on commercial farms are improving.

Good relationship between operator, boy and school authorities.

Large commercial farms need additional manpower on seasonal basis.

No financial risks involved on part of student.
Finances of student do not allow for sizeable productive projects.
One medium through which the non-farm boy can get a start in agricultural work.
Good opportunity for learning variety of experiences under guidance of successful farmers using efficient and modern practices.
Student may obtain the desired type of farming which is of interest to him.
Easiest method by which students may meet department requirements.

"What Type of Supervised Farm Practices are on the Decrease in your Center?" Sixty-three per cent of the replies to this question indicated that the Productive Projects were losing favor. The reasons most commonly given to substantiate these points of view were:-

A larger percentage of boys from non-farm homes with inadequate facilities for conducting productive ownership projects.

The ease of securing employment on farms at attractive wages.

Small, productive projects are considered less effective training than good farm placement experience.

High costs of developing a sizeable productive project.

Small percentage of pupils from full-time, commercial farms.
Increased demand for farm labor caused by high industrial wages.
Difficulty in arranging with parents for pupil to obtain adequate managerial responsibilities.
Pupils prefer to be employed for regular hours on well-managed, commercial farms.
Students are unwilling to take risks.
Students not interested in productive projects.
Small projects often interfere with full-time employment.

"Are Improvement Projects Increasing or Decreasing in your Center?" Opinions were about evenly divided concerning the status of Improvement Projects. The reasons given by teachers favoring Improvement Projects for their students were as follows:-

Realization that many opportunities present themselves whereby students can apply new, approved practices.
Now stressed more by teachers, Extension Service, agricultural departments, radio and press.
Many farms were neglected during war years.
More cash is available to carry out improvement projects.
Soil Conservation is being stressed.

On the other hand, about one half of the replies listed the following reasons why Improvement Projects were not favored by their students:-

Students from non-farm homes lack opportunities.
Students immature and inexperienced.
Cost of materials too high.
Feeling is prevalent that improvement projects do not reward the student with cash for efforts.
Required record keeping is distasteful to students.
Failure of teacher to emphasize value of improvement projects.

"Are Supervised Farming Programs, Consisting of More Than One Type, on the Increase?" A majority of the teachers reported that comprehensive Supervised Farming Programs are on the increase because:-

Farmers and help want to live better and produce more.
Greater opportunity for students to fit themselves for establishment.
Preparation for modern farming demands wider participation.
Students like variety of experiences.
Most important and satisfactory means of agricultural training for majority of students.
Allows for greater per capita income and more varied experience.

Afford opportunity for more practical instruction. Such programs are more to the liking and desire of students.

Earnings from placement training have greatly aided in providing capital for establishing a productive project.

CHAPTER VI

CONCLUSION AND RECOMMENDATION FOR PLANNING SUPERVISED FARMING PROGRAMS

CHAPTER VI

CONCLUSION AND RECOMMENDATION FOR PLANNING SUPERVISED FARMING PROGRAMS

Introduction -- This study is not based wholly upon an inquiry outline. Much data have been discovered that could not be classified accurately according to a specific outline. Frequently, differences in the background and facilities of the pupils, the type of school or department and the occupations of the pupils' parents affect the measurable outcomes of supervised farming programs. Assumptions are often made that practice in one locality is not best suited for another center. On the whole, however, the conclusions and recommendations presented here are justified by the data.

It is clear that Massachusetts teachers of Agriculture need to develop and apply a broadened concept of supervised farming. Without doubt, one of the most outstanding weaknesses in the teaching of Vocational Agriculture in Massachusetts is the lack of emphasis placed upon the planning of the pupil's supervised farming program. From a study of the replies to the questionnaire, it has been very evident that there are many teachers of Vocational Agriculture in Massachusetts who are not fully aware of the modern concept of a sound, supervised farming program. However, creditable

programs of supervised farming were found in centers where the teachers themselves have shown a sincere interest in the comprehensive program and realize their fundamental importance in effective instruction in Vocational Agriculture.

Because only one boy in every four studying Vocational Agriculture in Massachusetts is from a farm home where the majority of the family's income is derived from farming, it necessarily follows that an individual's supervised farming program under these circumstances must assume different characteristics than those individuals from homes which practice little or no farming. Based upon the results of this investigation, it is recommended that the efforts of teachers of Vocational Agriculture should be toward developing the following characteristics in a student's supervised farming program. Most of these principles are not new, but are reconfirmed by the data submitted.

A. For boys from farm homes where the majority of the income is derived from farming:-

   1. Include productive enterprises that are adapted to the farm and have a future in the community.
   2. Include farm enterprises in which the student expects to engage as a farmer.
   3. Include improvement projects which will contribute to the permanent improvement of the home farm, such as soil conservation, home improvement,

pasture improvement and reforestation practices.

4. Provide for managerial experience as shown through ownership of projects, rental arrangements or assignment of definite managerial responsibilities.
5. Include approved farm practices in addition to those ordinarily used on the home farm.
6. Each year's projects to include additional approved practices.
7. Where feasible, the pupil's supervised farming should develop into partnership arrangements with their parents on a businesslike basis. A supervised farming program designed to develop into a partnership agreement will help the pupil build up capital for himself and make it easier for him to become established in farming.

B. For the boys that do not come from farm homes where the majority of the income is derived from farming:-

1. For the fourteen-year-old boy or immature boy:-
   a. When facilities allow encourage him to undertake a home garden as a project for the first year.
   b. Include in his program a few skills to be acquired as supplementary farm practice.
2. For the more mature boys:-
   a. Arrange for placement opportunities on

well-managed farms aiming at a minimum of 900 hours of supervised farm practice.

b. Decide on additional skills in farm practice that the boy should acquire after school or on week ends.

Thus, the supervised farming program will become the core of the entire course of instruction. Unless this is done, the real meaning and significance of agricultural education becomes lost in the mass of non-vocational activities which attach themselves to the program. We must keep foremost in our minds that the purpose of Vocational Agriculture is to train boys for proficiency in farming. As a means to this end, encourage comprehensive supervised farming programs wherever possible -- one that combines productive projects and other supervised farm practice: The latter being comprised of placement training, improvement projects and supplementary farm practices.

Characteristics of Superior Programs -- Certain qualities have come to be recognized as contributing to the success of a supervised farming program. A review of current literature reveals that the absence of certain common characteristics weakens the work while their presence makes for progress toward establishment in farming. The analysis of published studies and a consideration of the objectives of agricultural education seems to justify the selection of

certain basic characteristics common to all superior programs of supervised farming. They are:-

1. Size
2. Adaptation
3. Ownership or managerial responsibility
4. Continuity
5. Expansion.

Finally, in planning a program of systematic instruction in agriculture, every teacher must recall that his task is to take a beginning student and direct him with the cooperation of his parents in developing a worthwhile farming program. He must continually remind himself that the farming program is not to be promoted and directed as a separate activity from the course of study; it is a part of each day's program and it must be associated with almost all lessons taught. Combined with a continuity of purpose, the teacher will have little difficulty in developing the student and his farming program successfully when facilities permit.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

Beard, W. P. - Starting to Farm. The Interstate Printers and Publishers, Danville, Illinois. 1948. Preface; pp 57-82; 162-180 and 213-237.

Cook, G. C. - A Handbook on Teaching Vocational Agriculture. The Interstate Printers and Publishers, Danville, Illinois. 1947. pp 277-398.

Deyoe, G. P. - Supervised Farming in Vocational Agriculture. The Interstate Printers and Publishers, Danville, Illinois. 1943. pp 15-84 and 173-249.

Lattig, H. E. - Practical Methods in Teaching Vocational Agriculture. McGraw-Hill Book Company, New York, New York. 1931. pp 10-19 and 178-190.

BULLETINS

Barrows, H. P. - Home Projects in Secondary Courses in Agriculture. U. S. Department of Agriculture Bulletin 345. February, 1916. pp 18-20.

Heald, F. E. - The Home Project as a Phase of Vocational Agricultural Education. Bulletin No. 21, Federal Board for Vocational Agriculture. September, 1918. pp 1-43.

Ross, W. A., et.al. - Directing Vocational Agriculture Day-School Students in Developing Their Farming Programs. U. S. Office of Education. Vocational Division Bulletin No. 225. 1944. pp 1-73.

Williams, A. P. - Agricultural Project Planning. Federal Board for Vocational Education, Washington, D. C. May, 1927. pp 1-5.

Wright, C. E. - Placement for Farm Experience in Vocational Agriculture. Volume No. 10, April, 1941. pp 188-189.

_____ - Educational Objectives in Vocational Agriculture. U. S. Office of Education. Vocational Division Monograph No. 21. 1940. p 2.

_____ - Evaluative Criteria for Vocational Education in Agriculture. U. S. Office of Education and American Vocational Association. 1942. pp 8-21; 40-42 and 49-50.

_____ - The Home Project. Agriculture in Secondary Schools. Bureau of Education. Bulletin No. 35. 1920. pp 22-27.

PROFESSIONAL MAGAZINES

Clark, R. H. - "The Comprehensive Farming Program and Instructional Planning". The Agricultural Education Magazine. August, 1939, Volume 12, No. 2. p 31.

Deems, H. W. - "Give the Improvement Project More Time And Attention". The Agricultural Education Magazine. October, 1947, Volume 20, No. 4. p 74.

Martin, Earl H. - "The Place and Use of Supplementary Farm Practice in Teaching Vocational Agriculture". The Agricultural Education Magazine. October, 1931, Volume 4, No. 4. p 59.

ACKNOWLEDGMENT

ACKNOWLEDGMENT

Grateful acknowledgment is hereby made to all who have given of their time and talent.

To the Vocational Agricultural Instructors of Massachusetts for their assistance in the study of Supervised Farming Programs and their related problems.

To M. Norcross Stratton, Director, Division of Vocational Education; Carl E. Herrick, Supervisor of Administration; and to John G. Glavin, Supervisor of Agricultural Education, Massachusetts Department of Education, for their sincere interest and assistance given to me in collecting the data for this study.

To Albert W. Purvis, Professor and Chairman of the Department of Education, and to Charles F. Oliver, Professor of Agricultural Education, Department of Education, University of Massachusetts, for their assistance and supervision during the writing and organization of this study.

These pleasant relationships have been one of the chief inspirations for completing this study.

Approved:

Chas. F. Ohlsen

Problem Committee

Date: May 18, 1948.